

# PUBLIC EDUCATION



Vol. 4 No. 1 MONTHLY BULLETIN OF THE DEPARTMENT OF PUBLIC INSTRUCTION Sept. 1936.

## PUBLIC SCHOOL RESPONSIBILITY FOR THE EDUCATION OF ALL THE PEOPLE

### Superintendent Lester K. Ade Emphasizes the Need for Increasing Educational and Social Opportunities Through Community Planning

As his contribution to the recent Joint Convention of the Superintendents' Conference and the meeting of the Vocational and Practical Arts Teachers which was held at State College last month, Dr. Lester K. Ade, Superintendent of Public Instruction, prepared a paper for that occasion in which he pointed out the need for a broader conception of the function of public education.

#### Evidence in the Present Program

That the public school is sensible of its responsibility for the education of all the people, Doctor Ade pointed out, is evidenced by the fact that public opinion and favorable court decisions have firmly established the principle of twelve grades of public education, that ever increasing State subsidies are being voted for the schools, that State Teachers Colleges have been established to provide competent instructors, and that institutions for the education of the deaf and blind have been subsidized by the Commonwealth. Further testimony of the State's acceptance of an ever-widening program of public education is seen in the provision for the transportation of pupils at public expense, the awarding of county and senatorial scholarships to worthy candidates, the acceptance of secondary school graduates for post-graduate courses, and the present popularity of the Junior College Movement.

#### Under-developed Areas of Public Education

The major theme of the Superintendent's address was to point out areas in public education that are relatively undeveloped and new areas which might be included in a broad public education program, and finally to describe a plan whereby the broadest objectives of education might be realized. Accordingly, he stated that such subjects as the fine arts, industrial arts, and vocational education, despite their sound usefulness, are available only to a relatively small percentage of the school population. To aid pupils in developing the necessary skills to participate in the agricultural and industrial world when they leave school, he pointed to the importance of the practical arts; to offer students the finest possible outlets for utilizing leisure time, he pointed to music and art, saying that the public school should develop both skill and appreciation in these fields. The provision of courses in vocational education is necessary to enable youth to adapt themselves to a life that is complicated by industrialization and urbanization.

#### New and Undeveloped Areas in Public Education

Coming closer to the principal topic of his address, Doctor Ade stated:

"If every person is to be considered a potential student, our educational offerings must be broadened to include much which is not now considered as part of the public school program, such as nursery schools, kindergartens, forums, safety education, community recreation, parent education, public libraries, workers' education, guidance and placement, literacy and naturalization, vocational rehabilitation, etc. However, these and other phases of education have been recognized and stressed by the several agencies which have been set up by the Federal Government to cope with the social and educational problems which have grown out of the depression. I refer to the Emergency Education, Emergency Recreation, and National Youth Administration."

#### Democratic Development of the Program

"It is the philosophy of these three groups, Emergency Education, Emergency Recreation, and National Youth Administration (Continued on page 9)

## SCHOOLMEN PROPOSE PROBLEMS FOR EDUCATION CONGRESS

### Phases of Instruction Specified for Discussion at Annual Meeting in October

Schoolmen from all parts of Pennsylvania, according to Superintendent of Public Instruction Lester K. Ade, are submitting their problems to the general program committee of the Education Congress which will be held in Harrisburg, October 7 and 8, with a view to having them discussed in the conferences that have been planned for the first day of the meeting.

The three major subjects for the group meetings of the Congress are school legislation, school finances, and program of instruction. The problems relating to the program of instruction that have been received by the Committee pertain to the following general phases: supervision, curriculum revision, elementary and rural programs, teacher education, the improvement of instruction, recognizing individual differences, and subject fields.

Among the specific problems proposed are: the solving of difficulties in supervision, how to measure good teaching, the need for specialized supervision, adapting curriculum to modern needs, how to relieve the curriculum of its overload, the unit type of instruction, the regular curriculum versus the extra curriculum, the block system in rural schools, a State-wide eighth-grade testing program, an internship for prospective teachers, an effective system of teacher preparation, raising standards of scholarship for secondary school teachers, procedure in observation teaching, uniform requirements for admission of non-resident pupils to secondary schools, the improvement of quality of instruction, how to provide for the non-reading group in the first grade and the non-academic group in the secondary schools, the need of visual education, emphasis on character education, the correction of speech defects, the development of a guidance program, the articulation between college and secondary school, instruction for the brighter students, periodic medical examinations for teachers, and adult education.

### Education Congress Luncheon

The Education Congress Luncheon planned for Thursday, October 8, 1936, gives promise of having the largest attendance of any of the luncheons thus far held. In view of the excellent program provided, it is desirable that adequate arrangements may be made to serve comfortably all members of the Congress. Since space is limited it is urged that those who desire to obtain tickets for the luncheon do so prior to October 7. Arrangements are being made by Dr. Henry Klonower, Chief of the Teacher Division, Department of Public Instruction, and tickets may be obtained now by writing directly to him. The price is \$1.

### ANNUAL EDUCATION CONGRESS

October 7 and 8

Harrisburg

Complete Program given on  
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## FIRST PUBLIC INSTRUCTION PICNIC POPULAR EVENT

Attracts Large Number of Members, Families, and Friends

The first annual picnic of the Department of Public Instruction was held August 26, at Williams Grove Park with an attendance approaching 300. Because the event marked the initial effort to hold a Department picnic, those in charge of arrangements were gratified at the enthusiastic response from staff members, their families, the clerical force, and educational agencies associated with the Department, who enjoyed the occasion.

The General Committee in charge of arrangements was headed by J. K. Bowman of the Teacher Education Division. Other committees included: F. Stewart Hartman in charge of tickets; M. Claude Rosenberry, Emanuel F. Schifano, and Harriet H. Burke, park arrangements; Dr. Ray Smith, recreation; and E. P. Bertin, transportation.

The picnic program comprised a variety of diversions and entertainment for men, women, and children. In addition to the amusements available at the park, various outdoor games such as baseball, quoits, horseshoes, swimming, and a variety of novelty contests were engaged in by members and guests. The park authorities likewise provided motion pictures and dancing in the evening.

One of the most enjoyable features of the picnic was a luncheon served to the 300 guests in the park pavilion, at 12:30 P. M. This constitutes one of the few occasions on which all members of the Department have been assembled together. Superintendent Lester K. Ade was presented to the assemblage and extended to them his cheerful greetings.

## NEW FACES IN DEPARTMENT STAFF

Dr. Robert G. Bernreuter

Dr. Robert G. Bernreuter of State College, Centre County, has been announced by Dr. Lester K. Ade, Superintendent of Public Instruction, as the successor of Dr. Frank W. Reiter, in the position of Chief of Special Education in the Bureau of Instruction. Doctor Reiter has accepted a position in the field of special education in the famous Clarke School in Northampton, Massachusetts.

Born in Tampico, Illinois, some thirty years ago, Doctor Bernreuter attended the grammar schools in that part of the United States and entered the secondary school of Woodstock, Illinois, in 1915. After completing two years in that school he moved to California and graduated from the Sacramento secondary school of that state in 1919. He continued his educational career at the University of California, College of the Pacific, and Stanford University, pursuing courses in education, psychology, and related subjects. He received the A. B. Degree from the College of the Pacific in 1924 and the Ph. D. Degree from Stanford University in 1931.

His professional career, which began in 1924, comprises experience as specialist in care of mental patients at the Agnew State Hospital and Capay Rancho School in California; two years as research assistant and clinical advisor in the University of Hawaii; a year as instructor in psychology at Washington University in Missouri; and a year as consultant in Personnel studies at the Emporium Institute of San Francisco. During the five years prior to his appointment as Chief of Special Education in the Department of Public Instruction, Doctor Bernreuter was Assistant Professor of Educational Psychology at Pennsylvania State College.

He has contributed numerous articles on psychology and related subjects in professional magazines and is at present president of the Pennsylvania Association of Clinical Psychologists.

His duties in the new position consist of the organization and supervision of special classes for mentally and physically handicapped children in the Commonwealth, and consultation with educational administrators on questions relating to the education of these individuals. He is likewise charged with the administration of psychological examinations of mentally and physically handicapped children on request and with the formulation and approval of courses for these special schools and classes.

Samuel L. Horst

Samuel L. Horst of Schwenkville, Montgomery County, has accepted a position as county agricultural advisor in his home county, according to Dr. Lester K. Ade, Superintendent of Public Instruction.

Mr. Horst attended the public schools at Lebanon and Cornwall and later pursued advanced studies at Pennsylvania State College, receiving both the B. S. and M. S. Degrees from that institution.

His twelve years of experience in the profession include terms of service as supervisor of agriculture in Washington Township, Belleville, Colebrook, and for the past seven years, in Schwenkville.

Dr. W. Ray Smith

The position of Chief of the Personnel Examinations Division of the Department of Public Instruction, according to Superintendent Lester K. Ade, has been filled by the appointment of Dr. W. Ray Smith of Evans City, Butler County. Doctor Smith succeeds Dr. Walter B. Jones who has been transferred to the office of Chief of Industrial Education in the Department.

Doctor Smith completed his elementary education in the public schools of Cortez. From 1911 to 1913 he pursued professional studies at Clarion State Teachers College. Following his work there he entered the University of Pittsburgh, where he specialized in education and attained in succession the degrees of B. S., M. A. and Ph. D.

He comes to the Department of Public Instruction with extensive experience both in teaching, supervision, and administration. His services in the profession represent terms as elementary school teacher, elementary school supervisor, secondary school principal, and city superintendent of schools. Among the centers in which he served in these various capacities are DuBois, Beaver Falls, Wilkinsburg, Parnassus, Elwood City, and Evans City.

Doctor Smith's experience in the profession has been richly supplemented by his participation in the activities of the various professional associations in the State and Nation, his contributions to education through the columns of professional journals, and in specific research studies. One of these latter consisted of an elaborate survey of the public schools of Elwood City, which comprises more than 100 pages characterized by lucid explanations, concrete descriptions, and numerous charts, illustrations, and maps. Doctor Smith likewise has a two-year record of military service.

His responsibility in his present office is the preparation of civil service examinations as required by the Department and allied agencies of government.

Dorr E. Crosley Accepts New Position

Mr. Dorr E. Crosley, who until recently has been Director of the Bureau of Administration and Finance, has accepted a position in Philadelphia where he will be engaged in an educational survey project being made in that city, Dr. Lester K. Ade has announced. In tendering his resignation from the Department in order to accept this new position, Mr. Crosley said: "I wish to express my appreciation of the confidence you have placed in me during the past year, and I desire to take this opportunity to wish for you a most successful administration as State Superintendent of Public Instruction."

In his letter of acceptance to Mr. Crosley, who has served the Department of Public Instruction since 1921, Doctor Ade stated, "I accept your resignation as Director of the Bureau of Administration and Finance and as Secretary of the State Council of Education. I sincerely trust that you will be happy in your new field of work and I am sure that you will make a real contribution to public education. I express to you my appreciation for the wholesome cooperation that you have shown and the efficient manner in which you have transacted the difficult business of school finance and administration, and my joy at the larger opportunity that has come to you."

Dr. Clarence E. Ackley, formerly Director of the Bureau of Licensing, has been named to fill the vacancy left by Mr. Crosley's departure.



PROGRAM FOR THE EDUCATION  
CONGRESS OF 1936

Harrisburg  
October 7 and 8

WEDNESDAY FORENOON, OCTOBER 7

Senate Caucus Room—10:00 A. M.  
CONVENER: Dr. M. K. McKay  
DISCUSSION: Financing Public Education  
House Caucus Room 10:00 A. M.  
CONVENER: Dr. Clarence E. Ackley  
DISCUSSION: Suggested School Legislation for Pennsylvania

State Council Chamber—Room 321  
Education Building—10:00 A. M.

CONVENER: Dr. Paul I. Cressman  
DISCUSSION: The Improvement of Instruction

Note: All members of these groups will be given an opportunity to participate in the discussions.

WEDNESDAY AFTERNOON, OCTOBER 7

This meeting will be a continuation of the programs of the morning, held in the places indicated, and beginning at 1:30 P. M.

WEDNESDAY EVENING, OCTOBER 7  
The Forum—Education Building—7:45 P. M.

ADDRESS:  
Educational Planning in Pennsylvania.....Dr. Lester K. Ade  
Superintendent of Public Instruction

ADDRESS:  
Educational Planning.....Dr. James B. Edmonson  
Dean, School of Education  
University of Michigan, Ann Arbor, Michigan

CONGRESS RECEPTION—LAW LIBRARY  
THURSDAY FORENOON, OCTOBER 8

- The Forum—Education Building—9:00 A. M.
- I Report of the Committee on  
"Financing Public Education"
  - II Report of the Committee on  
"Suggested School Legislation"
  - III Report of the Committee on  
"The Improvement of Instruction"

Note: All members of the Education Congress will be given an opportunity to participate in the discussion following the presentation of the committee reports.

THE CONGRESS LUNCHEON  
Hotel Penn Harris—12:00 Thursday

Toastmaster.....Dr. Lester K. Ade  
Superintendent of Public Instruction

GREETINGS:  
The Honorable George H. Earle, Governor of Pennsylvania.

ADDRESS:  
Dr. John W. Studebaker, United States Commissioner of Education, Washington, D. C.

P.T.A. FORCEFUL FACTOR IN  
PUBLIC EDUCATION

Large Membership and Practical  
Program Assets to Schools  
of Commonwealth

Information received by the Department of Public Instruction indicates the effectiveness and value of the work of the Parent-Teacher Associations of Pennsylvania in coordinating school education and home education, through the cooperation of the local branches with the public schools.

The principal factors in this force for the improvement of education in the Commonwealth are the extensive size and distribution of the local associations and the distinctly educational type of their State-wide program. The Pennsylvania Congress of Parents and Teachers has a membership that gives it fourth rank in the United States. The gains for the last year alone in membership amount to approximately 13,000, and an even greater gain is anticipated for the coming year. There has been a steady rise in the enrollment of members from 1934, when there were approximately 78,000 members, to 1935 when the membership reached 90,000 and to 1936 when the goal of 103,000 was attained. This great number of parents and teachers, concerned with the improvement of education in the local communities of the Commonwealth, is organized into approximately 1,000 congress units ranging in size from six members to 1,202 members.

The State Congress of Parents and Teachers has a definite educational program which is carried into force through special committees. Among the phases of education included in the State-wide program are: school legislation, juvenile protection, motion pictures, recreation, art, music, safety, humane education, the effects of alcohol, and other allied subjects. One of the most effective and constructive aspects of the Parent-Teacher program is a definite system of parent education which has for its aim the coordination of home and school influences on the development of children.

The National Congress of Parents and Teachers has experienced a similar growth to that of the Pennsylvania Congress. In 1920 there were 190,000 members in the National Congress of Parents and Teachers; in 1935 there were 1,717,600 members; and in the present year there are 1,877,200 members, which are organized into some 25,000 local associations throughout the Nation.

DEPARTMENT OF  
PUBLIC INSTRUCTION RECEIVES  
FRIENDSHIP GIFT FROM JAPAN

Superintendent Ade Accepts Token On  
Behalf of Children of the State.

The Department of Public Instruction has received a carefully mounted Silkworm Exhibit from the International Friendship Society of Japanese Children, as a token of friendship for the children of America. The specimens which were prepared by Japanese school children consist of silkworm eggs, silkworms, mulberry leaves, cocoons, and raw silk showing the various stages in the production of raw silk from

the silkworm egg to the silk thread. The entire display is neatly encased in a large glass container bearing the inscription:

"To our dear school friends in America, with best wishes. Higashidai Grammar School, Tsurumiky, Yokohamashi."  
The gift is an expression of the Japanese children's good will and friendly sentiments toward American school children, and is one of many such tokens sent to the forty-eight Departments of Public Instruction in the United States.

In acknowledging receipt of this good will gift, Superintendent Lester K. Ade wrote to the Japanese school children the following:

"I am writing this to thank you for the gift of silkworm cocoon specimens. I understand that this gift is presented

as a token of your good will and your friendly sentiments toward American school children.

"This gift will be placed in the Museum of the State of Pennsylvania in Harrisburg. It will be placed there that hundreds of school children of our State may view it when they visit our Museum.

"I know of no better way to develop international good will and understanding than the method which you have chosen. We want you to know that proper publicity will be given to this expression of friendliness on your part, and I am quite sure that the children of our State will reciprocate in their feeling of friendliness towards you."



## A NEW RESPONSIBILITY FOR SECONDARY SCHOOLS

### Instruction for Automobile Drivers and Pedestrians Added to Public School Program

Definite progress has been made in the development of courses of study for automobile drivers and pedestrians in the public schools of the Commonwealth, according to Dr. Paul I. Cressman, Director of the Bureau of Instruction. The development of these courses has arisen out of a definite need for this type of education in Pennsylvania. While courses in health and safety have been given in the elementary grades for some years, it is only recently that specific courses in highway safety have been offered in the secondary school. The ever increasing volume of automobile casualties, the adventurous spirit of youth, and the increasing centralization of population, have brought about the establishment of courses of study to meet these conditions.

The Department of Public Instruction of Pennsylvania is only one of at least thirty-five State Departments of Education which are providing instruction on safe automobile driving practices. In conjunction with the safety division of the Department of Revenue, the Department of Public Instruction prepared a bulletin on highway safety adapted to secondary school use. Hundreds of schools in this Commonwealth have introduced this bulletin for the purpose of teaching highway safety.

Among the schools that have made great progress in developing these courses are the secondary schools at Waynesboro, Steelton, Harrisburg, Williamsport, and Allentown. At the Waynesboro school every pupil is required to take a brief course in this subject. Lectures, questions, individual assignments, newspaper clippings, and charts, are used to supplement demonstrations of safe driving. Safety consciousness is the object sought in the course. A survey made of its students by the Steelton schools revealed that from a student body of some 800, thirty per cent came from homes where there were automobiles; thirty-nine pupils were licensed operators; 318 intended to get a driver's license; and fourteen of the thirty-nine licensed drivers had been involved while driving in accidents. Fifty-seven per cent of the students were interested in taking the course.

The Harrisburg, Williamsport, and Allentown secondary schools made the course practical by giving the pupils actual experience in driving a car. Motor sales companies provided the automobiles, and their use was restricted to safety demonstrations, students thus becoming acquainted with the mechanism and handling of the controls.

The Department of Public Instruction is at present preparing a new bulletin dealing with highway safety for use in the schools of the Commonwealth. This bulletin will treat every important aspect of the problem, including liability for accidents, securing a learner's permit, an operator's license, and safety practices as drivers and pedestrians. The development of the new bulletin is the result of an excessive demand on the part of schools throughout the State for copies of the bulletin previously issued.

## HOME ECONOMICS EDUCATION

### New Bulletin Covers All Phases of Practical Field of Learning

In announcing the new bulletin of the Department of Public Instruction entitled "Home Economics Education," Superintendent Lester K. Ade said, "To live the good life requires an adjusted individual, living happily with one's family and working harmoniously with people. Because life has become complicated and exacting, people are finding it difficult to adjust themselves so that they can meet these conditions satisfactorily. Consequently the need for training in home living has come to be recognized as a necessary part of our program of education. There was a time when this training was considered necessary for only girls. Present day professions and industries require many to participate in the world's work. The home is affected, women's work revised, their attitudes toward home life and its members changed. There is a demand for preparation for "worthy home membership" which will reach boys and girls, men and women.

"This present bulletin has been prepared with a desire to help school administrators and teachers in analyzing their community and school situations, and to guide them in organizing desirable programs in homemaking education to meet the needs of both youth and adults. It is hoped that these suggestions will aid school officials in meeting the demands of their communities for ways and means to develop successful family living which contributes to a fuller and more satisfying personal and community life."

In developing the program in this field of work which is in charge of Mrs. Anna Green, and Mrs. Edith Davison, of the Home Economics Division, the committee which prepared the bulletin gave consideration to guiding principles in home economics: the relation of home economics to home, school, and community; the organization of home economics programs; home economics for the elementary, junior high, and senior high school; general and vocational home economics; credit for home economics courses; home-making for boys and adults; selected units of home economics; and the teacher of home economics.

## PRISONER PROFITS IN PENITENTIARY

### Masters Secondary School Course During Detention of Less Than Two Years

New evidence supporting the familiar proverb "Stone walls do not a prison make" has been brought to light, in the Northwestern Federal Penitentiary, according to Dr. Lester K. Ade, Superintendent of Public Instruction. According to the Superintendent, a prisoner who was admitted to that institution less than two years ago with only one year of secondary school to his credit, has evidently made diligent use of his detention period. During this brief term, this prisoner has passed pre-professional examinations given by the Department of Public Instruction in sufficient subjects to qualify him for a certificate equivalent to a secondary school diploma. Many of the inmates of the Federal Penitentiaries in the United States are regularly pursuing secondary school work and taking examinations for credit through the facilities of the Department of Public Instruction.

## EXPANSION IN INDUSTRIAL AND ADULT EDUCATION

### Forty Districts in Pennsylvania Improve Programs

Numerous requests from every part of Pennsylvania by the Industrial Education Division of the Department of Public Instruction indicate a growing interest on the part of school districts to establish well-rounded programs of Industrial Arts Education.

Following are a number of districts arranged by counties contemplating the establishment or extension of their industrial arts program during 1936-1937:

Allegheny	Huntingdon
Port Vue	Alexandria
Swissvale	Warrior's Mark
Harmony Twp.	Robertsdale
Bedford	Luzerne
Broad Top Twp.	Plymouth
Everett	Warrior Run
Defiance	Lycoming
Bradford	Montoursville
Canton	Jersey Shore
Bucks	Mercer
Richland Twp.	Grove City
Butler	Greensville
Mars	Monroe
Cambria	Barrett
Ebensburg	Northumberland
Dale Borough	Milton
Portage	Schuylkill
East Conemaugh	Frailey Twp.
Ferndale	Somerset
West Mont	Berlin
Centre	Sullivan
Bellefonte	Dushore
Chester	Susquehanna
Spring City	Montrose
Clarion	Tioga
Knox	Hamilton Twp.
Clinton	Westmoreland
Renovo	Trafford
Cumberland	Irwin
Penn Twp.	Youngwood
New Cumberland	York
Dauphin	West York
Middletown	Wrightsville
Delaware	
Upper Chichester	

Preliminary reports also indicate that the enrollment in evening schools conducted for adults will surpass that of any other year. School administrators and industrial teachers are now beginning to make plans for the establishment of adult programs beginning next September. During the past year classes were conducted for the instruction of unemployed persons and the teaching of employed persons in the building, metal and printing trades, mining, petroleum and natural gas industries, and in firemanship practice. Special instruction designed primarily to assist employed persons was likewise provided during the past year.

Indications of a shortage in skilled help in several of the basic trades and occupations, are leading local school officials and instructors of vocational industrial departments to consider the establishment of classes to reeducate unemployed persons for this work, and in some instances to develop cooperative classes for boys who have completed the eleventh year of public schools or an all day trade program.



## UPWARD TREND IN TEACHER PREPARATION

### Increasing Number of College Grad- uates Entering Elementary Field

#### Percentage Ranges from 4 to 40 Per Cent

Figures compiled by Dr. Henry Klonower, in charge of the Teacher Education Division of the Department of Public Instruction, clearly indicate a distinct trend in school districts in Pennsylvania to employ teachers in the elementary field who have completed four years of post-secondary education. While the certification regulations do not require this amount of preparation, the trend shows plainly that teachers with the more extended preparation are more likely to secure positions, and that thousands of teachers who have completed but two years of preparation are returning to colleges and universities for additional professional education. In 1935 there were only 3,902 college graduates in the elementary field, while in 1936 there were 5,772 college graduates specifically prepared for the elementary field engaged in teaching these grades. The following table indicates for each county of Pennsylvania the percentage of teachers who are college graduates:

County	Per Cent	County	Per Cent
Lawrence	37.6	Adams	12.4
Chester	35.8	Armstrong	12.4
Crawford	34.8	Potter	12.3
Beaver	31.7	Franklin	12.0
Monroe	28.4	Wayne	11.7
Tioga	21.6	Centre	11.6
Allegheny	21.5	Columbia	11.6
Washington	21.2	Venango	11.6
Butler	20.4	Cumberland	11.3
Lehigh	19.6	Northampton	10.8
Mercer	19.3	Forest	10.5
Clinton	18.6	Luzerne	10.2
Lancaster	18.3	York	9.8
Montgomery	18.0	Snyder	9.5
Greene	17.5	Carbon	9.0
Lebanon	17.5	Bradford	8.7
Union	16.9	Somerset	8.6
Delaware	16.3	Clarion	8.5
Pike	15.4	Northumberland	8.4
Westmoreland	15.3	Cameron	8.3
Bucks	15.2	Elk	8.0
Berks	15.0	Perry	7.9
Erie	14.6	Fayette	7.5
Sullivan	14.6	Warren	7.5
Blair	14.2	Philadelphia	6.9
Fulton	13.8	Jefferson	6.7
McKean	13.7	Juniata	6.6
Lycoming	13.6	Susquehanna	6.1
Indiana	13.4	Bedford	5.7
Cambria	12.9	Huntingdon	5.7
Dauphin	12.9	Schuylkill	5.3
Lackawanna	12.8	Clearfield	5.1
Mifflin	12.8	Montour	4.9
		Wyoming	3.6
Median	12.4		

## PENNSYLVANIA TEACHERS GO BACK TO SCHOOL

### Almost a Third in Attendance at Ses- sions in 50 Institutions this Summer

Attendance in the 1936 Summer Sessions of the Colleges and Universities of Pennsylvania reached a high mark this year with the enrollment of approximately 20,000 teachers who secured additional preparation for certificates and professional degrees, according to Dr. Lester K. Ade, Superintendent of Public Instruction. The statement is based on a study made by the Teacher Education Division under the direction of Dr. Henry Klonower. This wholesome evidence is a clear indication that the teaching force in the public schools of the Commonwealth is alert to the need of progressive adjustment to new educational situations, it was stated.

The fact that approximately 30 per cent of the entire instructional staff in the public schools of Pennsylvania went back to school is evidence of loyalty and devotion to the cause of education. This consistent improvement of teacher preparation results in enriched opportunity for the children in the public schools.

The enrollments of teachers in the Accredited Colleges and Universities for the Summer Sessions of 1936 follow:

#### Liberal Arts Colleges

Name	No.
Albright College	56
Allegheny College (First Term)	128
Beaver College	49
Bucknell University	478
Carnegie Tech.	631
Drexel Institute	126
Drexel (Second Session)	385
Duquesne University	430
Elizabethtown College	80
Geneva College	81
Grove City College	128
Immaculata College	273
Juniata College	139
Lebanon Valley College	42
Lehigh University	467
Marywood College	519
Mercyhurst College	69
Misericordia College	204
Mount Mercy College	246
Mount St. Joseph's College	301
Muhlenberg College	221
Penna. State College	2591
Rosemont College	69
Seton Hill College	256
St. Francis College	152
St. Thomas College	124
Susquehanna University	95
Temple University	1311
Thiel College	56
University of Penna.	1576
University of Pittsburgh	1784
Villa Maria College	131
Villanova College	1128
Washington & Jefferson College	97
Waynesburg College	102
Total number enrolled	14,775

#### State Teachers Colleges

Name	No.
Bloomsburg	375
California	580
Clarion	160
East Stroudsburg	215
Edinboro	145
Indiana	584
Kutztown	300
Lock Haven	184
Mansfield	156
Millersville	316
Shippensburg	267
Slippery Rock	376
West Chester	542
Total number enrolled	4,200

#### Radio Ready for School Use

Declaring that the use of radio as an educational device has passed the experimental stage, President Author G. Crane of the University of Wyoming, speaking before a general session of the Department of Superintendence, proposed that educators proceed to develop the technique for the use of radio in their schools.

Entrusted with the education of 30,000,000 prospective citizens, school leaders can hardly afford to neglect this potent instrument for supplementing, accelerating, and vitalizing instruction. History, literature, science, music, and world affairs can reach the remotest rural schools, as well as the big city schools by this means.

## FOREIGN LANGUAGE TEACHERS STUDY ABROAD

### Learn Tongues and Traditions of Peoples At First Hand

Cooperative plans have been developed with the authorities of the University of Madrid, the University of Paris, and the University of Puerto Rico that made it possible this summer for teachers of French and Spanish to pursue courses abroad identical to those available in the American colleges and universities. The courses in the universities abroad have been developed as a part of the cooperative arrangement which was initiated by Dr. Henry Klonower, Chief of the Teacher Division, of the Department of Public Instruction.

The program is in line with the rapidly developing feeling that teachers of foreign languages should spend a part of their time in residence in the countries in which the language which they teach is spoken. Since language reflects the aim and aspirations of the people, it is only through such residence that a proper appreciation of the customs and traditions can be most effectively taught. Many teachers have already taken advantage of the cooperative courses and next year the project contemplates a further extension of available facilities abroad. It is planned to develop similar cooperative undertakings with the University of Milan, University of Berlin, University of Austria, and University of Holland. Large numbers of history and geography teachers have expressed a desire to take advantage of the arrangements when finally completed.

For such teachers as were not able to participate in the courses available in the foreign universities, there were developed cooperative courses in the French and Spanish colonies conducted during the past summer (1936), at Middlebury College, Connecticut. When a teacher enrolls in one of these colonies she pledges herself to speak and read the language of the colony and throughout her sojourn there she hears and speaks only such language. Instructors from Harvard University and universities abroad were in charge of the colonies and all credit earned through attendance at these courses has been accepted by Harvard University, Middlebury College, as well as by the Department of Public Instruction in discharge of the requirements for a certificate to teach.

## SCHOOL RETIREMENT SYSTEM SEVENTEEN YEARS OLD

### Report Reveals Remarkable Record

The end of the fiscal year, according to Dr. H. H. Baish, Secretary of Public School Employees' Retirement Board, marks the 17th anniversary of the School Employees' Retirement System in Pennsylvania. The extraordinary financial record of this institution is indicated by the report that during this period the invested funds of the School Employees' Retirement System amounted to \$122,200,723.32. The cash balance in the fund on that date amounted to \$33,702,014.50 and the total expenditures, including investments, amounted to \$33,205,444.46. On June 30, 1936, the total investments of the School Employees' Retirement Fund amounted to \$136,486,579.91, and the cash balance on that date amounted to \$1,573,613.79.



Universal Education Basis of Freedom, Unity, and Opportunity

By DR. LESTER K. ADE

American government, history, law and ideals must be imparted to all within our gates, both native and foreign-born; the reciprocal rights and responsibilities of citizenship must be implanted among all citizens and the love of America fostered throughout this land of ours; the system of universal education and free schools must be upheld and improved; facilities for adult education provided; and the teaching profession elevated; the standard of citizenship and statesmanship must be exalted; and the principles of Freedom, and Unity, and Opportunity must be forever stressed as our greatest national ideals.

Wars and destruction spread rapidly. Peace and constructive enterprises require time for consummation. Years of education, gradual development of better and better understanding, the slow substitution of sympathy and friendliness for suspicion and hatred, the eradication of selfishness and lust for power—all these and many other constructive convictions must be brought into the hearts and minds of the peoples of the world before we can have enduring peace.

—From an Address.

COLLEGE STUDENTS PIONEERS, STATE SPECIALIST SAYS

Asserts Adults Should Renew Confidence in Their Earnestness and Ability

In answer to a description of the "average college student" published in a current periodical to the effect that college students are fearful for the future and that the average student marks time, turning to minor cultural and semi-cultural activities, Dr. Henry Klonower, Chief of the Teacher Division in the Department of Public Instruction, takes sharp issue. "Colleges and universities," he declared, "are graduating students with new attitudes of mind toward the positions to be held, and the contributions to be made by those who have had the advantages of higher education. Thousands of young men are sacrificing both time and money to equip themselves for the solution of the social and economic problems. General observations confirm the judgment that college graduates of today are both aggressive and pioneering. Social difficulties are exaggerated out of all proportion. The average college graduate leaves the institution of higher learning without having felt the sting of man's ingratitude. The issues seem no greater to him than they would have appeared to the present adult group had they been faced with them as college graduates. The difficulty with the adult group today is the lack of faith in the college graduate. The college graduate does not solicit sympathy or adoration. He merely asks to be left alone to solve the problems which he meets as he advances along the road to an ultimate solution of the chaotic conditions into which the adult group has thrown civilization."

OCTOBER CALENDAR FOR SCHOOL OFFICIALS

Due	Subject of Report	Section of Law	Form Number of Report
OCTOBER			
1	Special Education Report.....	1413	AD-61
1	Summer High School Report.....	1151	Mimeo.
1	Record of School Officials.....	....	PICA-52
1	Secondary School Vocational Agriculture Annual Reports .....	3401	PIHS-VI
1	Vocational Trade and Industrial School Report of Classes Operated for Employed Persons.....	3409	PIXV-2
1	Secondary School Vocational Trade & Industrial Report	3409	PIHS-V3
1	Secondary School Practical Arts Report.....	2904	PIHS-2
1	Five Per Cent Added to Taxes Due.....	561	.....
		3301	.....
NOVEMBER			
1	Application for Appropriation (for teachers' salaries and closed schools).....	1210	PIBB-1
1	Summary of Enumeration .....	1426	PIBB-3
1	Last date for payment of installments on delinquent taxes.....	....	PICA-3

COUNTY INSTITUTES—1936-1937

County	Superintendent	Place of Institute	Date of Institute
Adams	J. Floyd Slaybaugh	Gettysburg	Sept. 3, 4
Allegheny	Charles E. Dickey	Pittsburgh	Oct. 16, 17
Armstrong	John A. Mechling	Kittanning	Oct. 15, 16
Beaver	E. D. Davidson	Beaver	Aug. 27, 28
Bedford	Lloyd H. Hinkle	Bedford	Nov. 12, 13
Berks	Alvin F. Kemp	Reading	Sept. 3, 4
Blair	M. A. Dively	Hollidaysburg	Aug. 29, Sept. 26, Nov. 7, Dec. 5
Bradford	J. Andrew Morrow	Towanda	Oct. 2, 3
Bucks	J. Harry Hoffman	Doylestown	Oct. 30 (Pending)
Butler	John T. Connell	Slippery Rock	Oct. 2, 3
Cambria	Martin S. Bentz	Ebensburg	Oct. 22, 23
Cameron	C. Ebbert Plasterer	Emporium	Oct. 16, 17
Carbon	Stuart E. Prutzman	Mauch Chunk	Nov. 5, 6
Centre	F. Glenn Rogers	Bellefonte	Oct. 22, 23
Chester	Clyde T. Saylor	West Chester S.T.C.	Sept. 8 (Pending)
Clarion	N. E. Heeter	Clarion	Nov. 5, 6
Clearfield	W. P. Trostle	Clearfield	Aug. 27, 28
Clinton	Newton L. Bartges	Lock Haven	Oct. 1, 2
Columbia	William W. Evans		
Crawford	P. D. Blair	Allegheny College	Sept. 3, 4
Cumberland	Ralph Jacoby	Meadville	Oct. 15, 16
Dauphin	I. D. App	Shippensburg	Oct. 22, 23
Delaware	Carl G. Leech	Steelton	Oct. 26
Elk	O. G. F. Bonnert	Media	Oct. 29, 30
Erie	Ernest R. Hadlock	Ridgway	Oct. 15, 16
Fayette	James G. Robinson	Erie	Oct. 22, 23
Forest	Frank Watson	Uniontown	Nov. 20, 21
Franklin	Raymond G. Mowrey	Warren	Nov. 23, 24
Fulton	B. C. Lamberson	Chambersburg	Oct. 30, 31
Greene	Kent Kelley	McConnellsburg	Oct. 1, 2
Huntingdon	Joseph H. Neff	Waynesburg	Oct. 15, 16
Indiana	James F. Chapman	Huntingdon	Oct. 22, 23
Jefferson	John H. Hughes	Indiana	Nov. 5, 6
Juniata	Samuel M. Short	Brookville	Oct. 29, 30
Lackawanna	Thomas Francis	Mifflintown	Oct. 29, 30
Lancaster	Arthur P. Mylin	Scranton	Oct. 29, 30
Lawrence	John C. Syling	Neffsville	Oct. 2, 3
Lebanon	Harry C. Moyer	New Castle	Sept. 24, Oct. 23
Lehigh	Mervin J. Wertman	Cornwall	Oct. 15, 16
Luzerne	A. P. Cope	Allentown	Oct. 29, 30
Lycoming	Sylvester B. Dunlap	Wilkes-Barre	Sept. 26, Oct. 31, Nov. 21, Feb. 20
McKean	C. W. Lillibridge	S. Williamsport	Oct. 17, 31
Mercer	Wm. M. Johnston	Smethport	Oct. 1, 2
Mifflin	Elmer E. Sipe	Mercer & Sharon	Oct. 15, 16
Monroe	John H. Kunkle	Lewistown	Oct. 15, 16
Montgomery	Abram M. Kulp	Stroudsburg	Oct. 15, 16
Montour	Fred W. Diehl	Schoolmen's Week	Mar. 11, 12
Northampton	George A. Grim	Philadelphia	Nov. 23, 24
Northumberland	C. E. Hilbish	Danville	Oct. 29, 30
Perry	D. A. Kline	Nazareth	Oct. 22, 23
Pike	C. B. Dissinger	Sunbury	Oct. 29, 30
Potter	Archibald P. Akeley	New Bloomfield	Nov. 12, 13
Schuylkill	Irvin A. Seltzer	Milford	Nov. 5, 6
Snyder	Frank A. Attinger	Coudersport	Oct. 16, Nov. 30 (Pending)
Somerset	Guy N. Hartman	Pottsville	Oct. 29, 30
Sullivan	H. R. Henning	Middleburg	Sept. 19, Nov. 21
Susquehanna	Frank A. Frear	Somerset	Apr.
Tioga	Walter G. Clark	Dushore	Oct. 19, 20
Union	Frank Peter Boyer	Montrose	Oct. 29, 30
Venango	L. H. Peffer	Wellsboro	Oct. 22, 23
Warren	C. S. Knapp	Lewisburg	Oct. 22, 23
Washington	S. V. Kimberland	Franklin	Nov. 20, 21
Wayne	A. H. Howell	Warren	Dec. 21, 22
Westmoreland	Charles F. Maxwell	Washington	Nov. 23, 24
Wyoming	Edwin H. Kehrl	Hawley	Oct. 31, Mar. 20
York	William F. Wilson	Greensburg	Oct. 22, 23
		Tunkhannock	Oct. 22, 23
		York	Oct. 22, 23



## SUPERINTENDENT ADE'S EUROPEAN TRIP EVENTFUL AND PROFITABLE

Attends International Conference and Tours England, Scotland, France, Germany, Holland, and Switzerland

### Mingles With Renowned Personalities

The same day his ship, the *Normandie*, docked on American shores, Dr. Lester K. Ade, Superintendent of Public Instruction, who had enjoyed a month's trip abroad, appeared in his office in the Education Building prepared to resume his numerous official duties. While his active participation in the New Education Fellowship World Conference in England—the main objective of his journey—occupied some ten days, and the voyage across and back another twelve days, he still availed himself of the educational, social, and recreative opportunities that inevitably attach to a sojourn in Old World England and Scotland, with their many historic and literary associations; France typified by gay Paris with its mass of varied interests; Germany, with her romantic Rhine, medieval towns, and store of art treasures; picturesque Holland, with its quaint Dutch villages and its peasants in their fascinating national dress; Belgium with its delightful capital, Brussels; and Switzerland, the playground of Europe, with its matchless mountain scenery.

### Visits Historic Shrines and Scenes on Continent

He made it a point to visit the picturesque towns of Interlaken and Munich, delightful city of music and art, and had the privilege of seeing the magnificent Jungfrau, which is capped with snow even in summer. Another memorable experience of Doctor Ade's tour was the visitation to a great many art galleries, ancient castles, and medieval cathedrals—including the world famous Louvre, British Museum, Frauenkirche, etc.—where he viewed numberless objects representing interesting and significant periods in history.

In Holland, Doctor Ade was principally impressed by the sturdy Dutch boys and girls apparelled in simple frocks of blue, red, green, yellow, and white, and wearing the familiar wooden shoes and Dutch caps. He treasures several pictures which he acquired of these youngsters.

In Paris, besides the Tomb of the Unknown Soldier reminiscent of Doctor Ade's extended service in the World War, he was deeply impressed by the Pantheon, Notre Dame, and Napoleon's Tomb. The drives through the magnificent boulevards, which included such well known sights as the Champs Elysees, Arc de Triomphe, Eiffel Tower, and the Latin Quarter, likewise intrigued him.

In Switzerland, besides viewing the superb Jungfrau, Doctor Ade visited Altdorf, where the Statue of William Tell is seen, and Lake Lucerne. He passed through Schwyz, the place from which Switzerland derived its name, and reached Lake Lug and the celebrated "Hollow Lane."

### Enjoys Literary and Educational Spots in Scotland and England

His visit to Scotland brought him in touch with many typical Scotch villages and popular scenes so often portrayed in literature, such as the Trossachs, Brig O'Turk, Queen's View, Ben Venue, Loch Achray, Loch Katrine, Loch Lomond, and also Abbotsford, the home of Sir Walter Scott. His itinerary in this country, likewise, included the famed Edinburgh Castle, where the crown jewels are kept; St. Giles' Cathedral with its

"antique building climbing high" which dates back to 854, and the Chapel of Thistles with which is associated the Order of the Thistles. The renowned Castle of Edinburgh built in 1367, and Malrose Abbey, most photographed ruin in the world, and the resting place of "Robert the Bruce," are other institutions that will be long remembered by Doctor Ade.

After crossing the river Tweed, the border between Scotland and England, Doctor Ade entered the beautiful English Lake District where are situated Dove Cottage, the home of William Wordsworth, and Windermere, besides a beautiful countryside dotted with English villages characterized by Hedgerows, an occasional Shepherd with his faithful dog, and the proverbial church in the sleepy hollow.

While in England, he found occasion to visit Oxford University, with its various colleges, theatre, and chapel; Eton College, the Bodleian Library, and the Museum which houses the King's Library, containing many of the folio works of Shakespeare. One of his excursions in England took him to Shakespeare's birthplace at Stratford-on-Avon, and Anne Hathaway's Cottage in Shottery. Among the most pleasant of his experiences was an excursion into the Cotswold country of England where he was deeply impressed with the unique architecture that characterizes the buildings, and where he saw the remnants of one of the old Roman villas dating back to a period prior to the fifth century. In this typical English atmosphere he was guest at an afternoon tea and enjoyed the rare hospitality of an English family.

### Participates in World Conference on Education

The program of the New Education Fellowship World Conference was so arranged as to include a number of educational excursions outside of the lectures and conferences. Among these were a series of operas and masques of the 17th century, excursions to such famous castles as Kenilworth, one of the largest castles of the Norman Period made famous by Sir Walter Scott; Windsor, the home of British royalty; Warwick, the finest example of a feudal castle; and Tintern Abbey, made famous by William Wordsworth; and exhibitions at the Winter Gardens and other art galleries.

The more directly educational features of the program, however, which had for its theme, "Education and a Free Society," developed a great many phases of this subject. Among those which Doctor Ade found of particular interest were the following: Spiritual Freedom and the New Education, The Children's Workshop Community, The Syntheticist Attitude in Education, Curriculum Reconstruction, the Psychology of the School Class, Learning and Behavior Problems in Normal Children, Fitting the School to the Child, International Understanding in the Classroom, Influence of Environment on Personality, Conditions and Responsibilities for Character Training, Developmental Problems in Adolescence, Intercultural Contacts and Creative Adjustments in the Modern World, An Experiment in Education for Freedom, Personal Freedom and the Economic System, Personal Freedom and Family Life, School Broadcasting, The Cooperation of Home and School, Per-

sonal Freedom, Democracy, and Social Control, Educational Experiments in India, Cooperation Between Secondary School and College, and Education for Cooperative Social Life.

Another feature of the World Conference which Doctor Ade greatly enjoyed was the opportunity to meet personalities associated with education in the various nations of the world. The greatest representations were from England, the United States, France, and Scotland. However, the Superintendent had the pleasure of mingling with personalities from many other nations including: Dr. Boyd H. Bode (U.S.A.), Sidonie Matsner Gruenberg (U. S. A.), Mlle. Amelia Hamaide (Belgium), Dr. Fritz Redl (Vienna), Dr. Thomas Wright (Scotland), Dr. Peng-Chun Chang (China), Prof. S. Radhakrishnan (India), Dr. L. Zilliacus (Finland), Mme. Martha Nemas (Hungary), Prof. Dimitri Katzaroff (Bulgaria), M. Brun Lalorie (France), Prof. Pierre Bovet (France), Dr. Adolphe Ferriere (Switzerland), Dr. F. Clarke (England), Lord Eustace Perry (England), Sir Michael Sadler (England), Prof. Jean Piaget (Switzerland), Dr. Carson Ryan (U. S. A.), Hon. D. H. Drummond (Australia), Helen Parkhurst (U. S. A.), Sayed Youssef (Egypt), Sir Percy Nunn (England), Prof. Augustia Nieto Caballero (Colombia), and Dr. Carleton Washburne (U. S. A.).

Aboard the "*Normandie*" on his way to America, Doctor Ade had the pleasure of meeting Dr. Peng-Chun Chang of China who had been one of the central figures at the World Conference. In the course of their association Dr. Chang presented Doctor Ade with an autographed copy, partly in Chinese, of his new book entitled, "China at the Crossroads." This book constitutes another souvenir which the Superintendent deeply cherishes.

### Notes National Philosophies

Doctor Ade has for years made intensive and extensive studies of educational institutions and philosophies of education as developed in various foreign countries, and his travel to England and continental Europe afforded him an opportunity to verify many of his previous observations made through research. His personal contacts with representatives of educational systems of other nations made it possible to compare philosophies, principles, and practices from an international point of view. Doctor Ade returns to Pennsylvania professionally enriched and inspired to carry on the educational responsibilities impinging on his office as Superintendent of Public Instruction.

## SCHOOL ENROLLMENT REACHES 2,300,000 IN PENNSYLVANIA

The enrollment of pupils in the elementary and secondary schools of the Commonwealth reached 2,294,373 for 1935. Of these 1,980,855 were enrolled in the public schools and 313,518 in the private and parochial schools. The number of boys, 1,033,110, exceeded the number of girls, 984,145.

During the past decade, there has been achieved a wholesome reduction in the number of "First Offences" with respect to unlawful absences. In districts of the first class, from 1925 to 1935, this number was reduced from 49,000 to 40,000; in districts of the second class, from 10,000 to 3,000; in districts of the third class, from 24,000 to 8,000; and in districts of the fourth class, from 32,000 to 11,000.



## SCHOOL LEGISLATION

Some House and Senate Bills Relating to  
Education Passed by the General  
Assembly the Past Session

Special Session—1936

### House Bills

39. Mr. Shugarts. An Act to provide for the participation of the Commonwealth of Pennsylvania in a National Celebration of the One Hundred Fiftieth Anniversary of the Framing, the Signing, the Ratification by Pennsylvania and the Final Adoption and Promulgation of the Constitution of the United States and making an appropriation of \$12,500 to the Department of Public Instruction for the use of the Pennsylvania Historical Commission. Approved by the Governor, July 22, 1936. Act No. 26.
40. Mr. Patterson. An Act to provide for the commemoration by the Commonwealth of Pennsylvania of the Three Hundredth Anniversary of the Earliest Settlement, the First Courts of Law and the First Capital within what is now Pennsylvania and making an appropriation of \$12,500 to the Department of Public Instruction for the use of the Pennsylvania Historical Commission. Approved by the Governor, July 28, 1936. Act No. 31.
58. Mr. Brownfield. A Supplement to the 1935 General Appropriation Act, providing for an additional appropriation of one million dollars to the Department of Public Instruction for the purpose of aiding financially handicapped and distressed school districts. Approved by the Governor, August 7, 1936. Act No. 53.
60. Mr. Simon. An Act to appropriate \$100,000 to the Department of Public Instruction for the purpose of rehabilitating and replacing real and personal property of free public non-sectarian libraries damaged or destroyed by flood. Approved by the Governor, July 8, 1936. Act No. 16.
66. Mr. Tumelty. Appropriating \$500,000 to the Department of Property and Supplies for the purpose of eliminating fire and other hazards to safety at State-owned Institutions. Approved by the Governor, August 7, 1936. Act No. 51.

### House Resolution

53. Mr. Moran. Committee of five members to be appointed to investigate ways and means and methods for program of Taxes, on those best able to pay. Adopted August 6, 1936.

### Senate Bills

60. Mr. Woodward. Joint Resolution proposing an amendment to the Constitution to authorize graduated income tax. Adopted by the House and Senate.
75. Mr. Ziesenheim. Joint Resolution proposing an amendment to the Constitution to provide that political subdivisions shall annually reduce their respective tax levies on the assessed valuations of real estate so that the combined rates of all taxes (exclusive of taxes for debt service) for the year one thousand nine hundred and forty-three and any subsequent year shall not exceed a total of ten mills. Adopted by the House and Senate.

## 3,500 SCHOOL BUSES UNDERGO ANNUAL INSPECTION

Department of Public Instruction and  
Highway Patrol Cooperate in  
Assuring Safe Transportation  
to 93,000 Pupils

The annual inspection of 3,500 buses in Pennsylvania was conducted before the opening of school by the cooperation of the Department of Public Instruction and State Highway Patrol. School buses like other motor vehicles undergo a semi-annual inspection. One of these inspections, it is felt by the Department of Public Instruction and the State Highway Patrol, should be made before the opening of school. This practice, which has been in effect for three years, makes it necessary for every operator of a school bus to put his vehicle in good condition before he transports any pupils to and from school.

The Bureau of Highway Patrol and Safety sends out to Sergeants stationed in the various counties of the Commonwealth, specific instructions and supplies that enable them to proceed with the inspection of the buses. According to the instructions, these Sergeants confer with the County Superintendents of their respective districts and arrange for a time and place to do this work. The County Superintendent in turn communicates with each school board engaging school buses, advising them to notify their operators to report with the buses at the specific time and place for examination.

In order to assure the 93,000 pupils who travel to and from school by bus the same degree of safety as regular tourists, the school and highway authorities this year are requiring each school bus to display an "inspection sticker" of oblong shape, in order to distinguish it from the regular Keystone labels used on standard cars. If the school bus upon examination is found to be safe for the transportation of pupils, the patrolmen are authorized to post a label bearing the legend:

"Approved school bus, Bureau of Highway Patrol and Safety." The sticker likewise sets forth the seating capacity of the bus both as to secondary school pupils and elementary school students.

## AVERAGE ATTENDANCE ADVANCES

Gains in Counties Range From Three to  
Fifty-Five Per Cent

A recent report compiled by the Department of Public Instruction discloses an increase in average daily attendance for elementary and secondary schools during the past ten years ranging from 2.7 to 55.8 per cent.

In the classification of counties according to increase of average daily attendance in the public schools from 1925 to 1935, Delaware leads with an increase of attendance from 29,000 in 1925 to 45,000 in 1935, representing a 55.8 per cent rise.

Other counties whose records show considerable gain in percentage of average daily attendance are: Greene with 37.9 per cent, Mifflin with 35.4 per cent, Dauphin with 35.0 per cent, and Beaver with 32.9 per cent.

## ANTICIPATING ANNIVERSARIES

### October

- 1 Rufus Choate, 1789-1859, Representative and Senator of the United States, and Orator. Elected to the Hall of Fame in 1915.
- 3 George Bancroft, 1800-1891. Historian, Secretary of the Navy, Minister to Great Britain. Elected to the Hall of Fame in 1910.
- 4-10 Fire Prevention Week.
- 5 Jonathan Edwards, 1703-1758. Writer and Minister; President of Princeton. Elected to the Hall of Fame in 1900.
- 5 Edward Livingston Trudeau, 1848-1915. Physician, pioneer in the fight against tuberculosis.
- 9 Leif Ericson Day.
- 11 General Pulaski Day.
- 12 Columbus Day. Discovery of America, 1492.
- 15 Vergil (Publius Vergilius Maro) 70-19 B. C. Roman Poet.
- 16 Noah Webster, 1758-1843. Lexicographer, scholar, and author.
- 20 John Dewey, 1859. Philosopher, and teacher.
- 23 William Penn Day, 1644-1718. Founder of Pennsylvania. Elected to the Hall of Fame in 1936.
- 25-31 Girl Scout Week.
- 27 Roosevelt and Navy Day.
- 27 Theodore Roosevelt, 1858-1919, Statesman, soldier, writer, 26th President of the United States.
- 28 Unveiling of the Statue of Liberty, 1886.
- 30 John Adams, 1735-1826. Second President of the United States. Elected to the Hall of Fame in 1900.
- 30 Fall Arbor and Bird Day. (Tentative)
- 31 Hallowe'en Day.

### November

- 8-15 American Education Week.

### December

- 8 Horace (Quintus Horatius Flaccus) 65-8 B. C. Roman Poet. 1936 Centennial of the famous McGuffey Readers. Regarded as the greatest educational influence of the period from 1836 to 1900 on account of their bearing on the inculcation of habits of thrift, honesty, industry, and right thinking. 300th Anniversary of Founding of Harvard University. (Sept.) 1937 Horace Mann: 100th Anniversary of his becoming secretary of the State Board of Education of Massachusetts and laying the foundations of the Free Public School System. 150th Anniversary of the Adoption of the Constitution of the United States at Philadelphia. (Sept. 15, 16, and 17) 40th Anniversary of Founding of P. T. A. in America. 1938 75th Anniversary of the Battle of Gettysburg. 300th Anniversary of the first white settlement (Swede), first courts of law, and the first Capital within Pennsylvania. 1939 100th Anniversary of the birth of Frances E. Willard.



## PUBLIC SCHOOL RESPONSIBILITY FOR EDUCATION OF ALL THE PEOPLE

(Concluded from Page 1)

tration, that their offerings should not be imposed from without, but should come in democratic fashion by request from the local group. The three groups are agreed that their activities should be coordinated and unified in such a manner as to simplify their own work and to make their contacts with the field easier. To this end they have established a coordinating committee consisting of representatives of each of them and the Department of Public Instruction to serve as a clearing house for all problems pertaining to their respective activities. It is their hope that by this means duplications will be prevented and the activities of all will be so interpreted that the school men in the field will find their mail load growing less, and the objectives of all so simplified that full understanding and general good will may result."

**Community Council**

"To meet the problems of our modern complex civilization, there must be cooperation of individuals and social agencies. To this end it is suggested that local Community Councils be organized and begin functioning as soon as possible. A tentative bulletin, entitled "Increased Social Opportunity Through Community Planning" has been prepared and is intended to be suggestive and helpful as a general guide for the organizing of the Community Council and the planning of a community program definitely adapted to the local needs and interests. Your reactions and suggestions regarding this bulletin are earnestly solicited so that they may be included in the revised edition in order to make it of still more practical use in developing this State-wide program."

**School Head a Key Leader**

"The superintendent of schools, the supervising principal, and high school principal, are, by virtue of their positions and special qualifications, important persons in their respective communities. In most instances they are leaders not only in their profession but in the moulding of public opinion as well. Since this is so the local school head would appear to be the logical person to take the initiative in preparing the way and calling together representatives of organized social groups for the formation of the Community Council. As the convener, the school head will carefully canvass the local situation and interview local leaders before he actually issues the call."

**Community Council to be Representative of All Interests**

"The Community Council should include besides the representatives from all social and civic organizations, youth representation between the approximate ages of eighteen and twenty-five years. Possibly one-third of the members of the Council should be such. Certainly *Youth* should be present to outline youth needs and yearnings, and in turn to interpret decisions of the Council to their own group. Local representatives of Federal Emergency Education, Federal Emergency Recreation, and National Youth Administration should be present. Local representatives of State and Federal employment offices should also have a place on the Council if such offices exist in the community. Of course there should be representation of the school board and city council."

**Objectives to be Based on Local Needs**

"The Community Council will develop its own objectives. These objectives under the present plan will inevitably evolve from actual local needs and conditions. The following questions may be of assistance in getting under way:

"What long range social planning can be done? What can the Community Council do not only in functioning as a clearing house of present community activities, but in promoting desirable social, educational, recreational, and vocational projects that are non-existent at the present time. The answers to the following questions which appear in the tentative bulletin, will be found suggestive.

1. Do high school graduates have an opportunity to continue their education on a part-time or full-time basis?
2. Do the adults in the community have an opportunity to complete unfinished grade or high school work?
3. What methods are used to reach such groups as the unemployed, the parents, the workers, the isolated rural residents, and the youth, in the community?
4. What are the facilities in the community for wholesome recreation for young people, such as social dancing, cards, gymnasium activities, swimming, community singing, and band practice?
5. What are the facilities for tennis, softball, quoits, volleyball, etc?
6. Does the community have a community chorus, a community theatre, a community orchestra?
7. Is a center available which might be used as a workshop for novices and amateurs in arts and crafts and social studies?
8. How is the community meeting the problems of the alien? What help is given him in securing citizenship papers? In understanding the laws as they relate to citizenship? In helping new arrivals to meet the difficulties in which they find themselves involved?
9. In what sections of the community is juvenile delinquency highest? What is being done to help the young people organize a recreational program in these sections?
10. Are the moving pictures in the town under block booking? Does any group in the community concern itself with the type of pictures booked for your town?
11. What do the latest reports from the library indicate as to readers' interests? What effort is the library making to reach the interest of the workers? The adult of foreign background? The illiterate? The Youth? The adult of limited educational background?
12. How are the parents in the community organized to face the problems that meet the young people in the community?
13. In what ways has the community explored the possibilities for developing vocational education for young people?"

**The Importance of Leadership**

"Too much stress cannot be placed on the importance of leadership in connection with this whole program. The school head is a specially qualified leader. The members of

his staff in health, music, vocational education and kindred fields, are likewise specially qualified persons. These leaders should therefore recognize the call to wider service than the education of children from six to eighteen years of age. They should gladly include in their respective programs for the year not only all the children of all the people, but all the people themselves. They should help plan the program, be willing to supervise it, and help prepare new leaders to carry it on. In some localities colleges and universities provide leadership and facilities which may materially assist in making the community education and recreation program a force for social progress. Of course present leadership in every community should be mobilized but the development of leaders with a social attitude should be a major objective of the Council.

"In developing leaders, several observations should be made. It is the business of leadership to set up objectives, clarify purposes, coordinate activities, and above all to give unity and drive to the whole organization. In other words the leader must make a team out of individuals who may appear to have unrelated duties and lead them directly toward defensible goals—in this case social goals. When this is well done in any community it becomes a more desirable place in which to live. When social consciousness and cooperation are non-existent there will be no group planning and the community will in the long run be repellent and unattractive to those from without. To assure community planning the Community Council is proposed. This is the machine, but of course the machine won't move without the motive power—to be furnished by virile, social minded, trained leadership. This implies leadership at the top and the stepping down of authority so that every leader all along the line will loyally and efficiently play his part. This can be the more readily done when there is clarity in the statement of objectives and understanding in their interpretation.

"The leader must be sufficiently dynamic to energize his followers. This is done by personal contact and the expression of sincere enthusiasm for the cause. Of course various agencies of publicity will be utilized to stimulate and educate the led. The leader who would succeed in a big way must be a statesman. He must see his purposes clearly and drive unceasingly towards them. More important still, he must carry the people with him. To do this he must contact individuals and display a genuine passion for their welfare. Surely leadership in community planning will raise the social and economic status of our people and herald the coming of a better day in America. This is the opportunity of the school superintendent. He who successfully grasps it and makes the most of it will be hailed as a leader by the people of the community who are carried to a higher plane and live richer and fuller lives because of the service he renders."

**Conclusion**

"My plea then is this—that we may see education in its broadest aspects, and that dynamic leadership may function in every community to the end that the disintegrating forces of American life may be pushed back, and that organized education may move to higher ground!"



## LIBRARIES REPORT FLOOD LOSSES

### Aid Needed to Replace and Repair Books, Buildings, and Equipment

After several weeks of struggle and adjustment on the part of librarians throughout Pennsylvania, according to Dr. Joseph L. Rafter, Director of the State Library and Museum, general reports of the losses suffered on account of the floods have been brought to light through the State Library and Museum Division of the Department.

According to information received from various quarters of the State, the \$100,000 appropriation for the rehabilitation of flood stricken libraries which has been passed by the Legislature, will be required to make it possible for many of these institutions to reopen their doors for service.

Reports from a dozen cities indicate the nature and extent of the losses suffered. At Lock Haven plans are afoot for the restoration of the Ross Library and its several branches which, according to estimates, lost 65 per cent of the books and a considerable quantity of furniture and equipment—the flood waters having reached half way to the second floor of the building. One thousand books of the Kingston Library were damaged beyond repair, while others were saved by the use of rowboats which were floated into the library rooms and loaded with books which were taken to safety. In Williamsport almost 95 per cent of their book losses have been salvaged by submitting them to high temperatures in the huge ovens of the Electric Service Supplies Company of Philadelphia, the moisture being removed by vacuum fans. The principal losses to the Harrisburg Public Library were suffered in the several branches, for the water did not reach the main library. Almost 85 per cent of Milton's 11,000 volumes were damaged, for this library lacked the advantage of a second floor and was situated in one of the areas most seriously affected by the flood. The Huntingdon County Library, the Carnegie Library at Pittsburgh, and the Cambria Library at Johnstown, are others which suffered serious losses.

## MUSEUM RECEIVES RELICS

### Gifts Added to Exhibits Already Attracting 20,000 Visitors a Month

In addition to the case containing a Silk Worm Exhibit, received from the school children of Japan, the State Museum, according to Mrs. Gertrude Fuller, has received several objects of historical value and significance. These articles which are the donations of public spirited citizens, include a Flag of the 19th Pennsylvania Cavalry, a Cape once belonging to Joseph Hain Bennett, a Cornet unearthed at the site of Camp Curtin, and an old-fashioned Bed Warmer, or Heating Pan.

The report indicates an ever-increasing use and appreciation of the State Museum by patrons, for during the past month approximately 20,000 persons visited the institution and 10,000 slides depicting various phases of Pennsylvania life were circulated. The Museum likewise responded to more than 100 requests by correspondence for visual education bulletins.

## MUSEUM VISITORS IN TWO-YEAR PERIOD REACH QUARTER MILLION

### Safe Harbor Pieces to Be Exhibited at World Power Conference

During the past biennium, according to Mrs. Gertrude Fuller, who is in charge of the Museum, approximately 245,000 persons visited the Pennsylvania State Museum. Under her direction the Museum, by the adoption of several new exhibits and the rearrangement of several of the old ones, has attracted an ever increasing number of visitors and students. The colleges and public schools account for the greatest number of guests, for usually these people have a definite purpose in coming and make use of the historic and natural objects in the Museum.

The State Museum cooperated with the Historical Commission in selecting and preparing fifty pieces of the Safe Harbor Exhibition of Indian artifacts, for display at the Third World Power Conference on September 7-12 at Safe Harbor, Pennsylvania. Some of these valuable pieces were taken from the Safe Harbor area before the huge dam was constructed, while others are miniature models of the carvings made by Indians in that section of Pennsylvania. Many of the original carvings of the Indians are now under water, due to the construction of the Safe Harbor Dam recently.

Another phase of the service of the Museum during the past biennium consisted in the lending of more than 345 slides to schools, churches, and other groups in the State. These slides, which are prepared by the Museum, depict the human, natural, and industrial resources of Pennsylvania. In addition to lending these thousands of slides, the Museum sent out 206 film strips and entertained more than 4,000 visitors in the visual education section of the Museum. More than 500 projectors were likewise loaned to those requesting them.

## NEW LIBRARY SERVICE

### United States Office to Foster Nation-Wide Development for Schools and Public

For the first time, a federal office has been made specifically responsible for fostering a national program of library development for both the schools and the public. This development, which will extend throughout the nation, will comprise such activities as making surveys and reports regarding school, college, public, and other libraries. It will also coordinate with the adult education program and other federal projects. Since the newer developments in education emphasize reading and research, this new service will answer a general need in the school and public libraries throughout the land.

### Film Sources

A complete and classified compendium of information regarding silent and sound-on film entitled, WHERE TO BUY, RENT, AND BORROW, SILENT AND SOUND-ON FILM, may be secured without cost by school superintendents and principals, by addressing the Victor Animatograph Corporation in Davenport, Iowa.

## CALENDAR OF EDUCATIONAL EVENTS

### October

- 1-2 Central Convention District, Lock Haven, Pennsylvania.
- 5-9 Annual Safety Congress, Atlantic City, New Jersey.
- 7-8 Education Congress, Department of Public Instruction, Harrisburg, Pennsylvania.
- 8-10 Pennsylvania Library Association, Erie.
- 12-16 National Association of Public School Business Officials, Jefferson Hotel, St. Louis, Missouri.
- 13-15 Convention of the Pennsylvania Congress of Parents and Teachers, Harrisburg, Pennsylvania.
- 15-17 Western Convention District, Pittsburgh, Pennsylvania.
- 16 Northwestern Convention District, Erie, Pennsylvania.
- 16-17 Bucknell Conference on Education, Lewisburg, Pennsylvania.
- 23-24 Eastern Convention District, Reading, Pennsylvania.
- 23-24 Midwestern Convention District, New Castle, Pennsylvania.
- 30-31 Secondary Education Conference, Harrisburg, Pennsylvania.

### November

- 6-7 Pennsylvania Association of Deans of Women, Harrisburg, Pennsylvania.
- 9-15 American Education Week.

### December

- 2-5 Annual Convention American Vocational Association, San Antonio, Texas.
- 4-5 Southern Convention District, Shipensburg, Pennsylvania.
- 28-30 State Convention of P. S. E. A., Harrisburg, Pennsylvania.

## Equitable Salary Schedules Assure Better School Service

The primary purpose in making a new salary schedule for teachers, especially if it results in increasing salaries, is to provide better service for the boys and girls of the community and, therefore, richer returns on the investment by the taxpayers. Salaries should not be increased merely because teachers are more poorly paid than other professional workers with the same training and experience, nor because the salaries received are below the cost of living, nor because the salaries of teachers in a particular city are below the average paid in other cities of the same class, unless in addition to these considerations there results a proportionate increase in efficiency of service . . . The criterion that should be applied to any provision in a salary schedule should be the probability that it will tend, directly or indirectly, to produce better teaching service. The final question is not whether the provision is theoretically sound or generally approved, but whether in its operation it will result in better service.

A. J. Stoddard



## BIRTHDAY OF PENN

### To Celebrate Anniversary of Foremost Friend and Founder of the Commonwealth

October 24, 1936, marks the 292nd anniversary of the birth of William Penn, founder, proprietor, and first governor of Pennsylvania. The simple honesty of his personality, as well as the immeasurable contribution he made to the development of the Commonwealth, will be fittingly recognized by the public schools and citizenry through appropriate exercises during the weeks ahead.

William Penn was not only the founder of Pennsylvania, but the foremost founder of the American nation. This Great Friend devoted more than thirty years of his active life to the building of his province in America, and the principles and ideals which guided him in developing Pennsylvania have influenced beyond measure the leaders of later generations who laid the foundation for America as a nation.

Imbued with a strong religious spirit himself, William Penn was considerably ahead of the time in promoting religious tolerance, in recognizing the rise of the common man, and in practicing the principles of democracy. Moreover, he was almost 200 years in advance of those who established the League of Nations, for Penn was convinced in his day that nations, like families, could settle their disputes without war.

In addition to his fine qualities as a citizen, Penn also possessed attractive and distinguished qualities of personality in appearance, dress, manner, culture, and affection. He also possessed talent in speaking and writing.

William Penn was elected to the Hall of Fame only last year, and with the exception of Roger Williams, bears the oldest name amongst that honored host of great Americans.

## EMPLOYMENT OF CHILDREN

### Effects on Physical and Mental Life Studied By Department

One of the significant clauses in the Children's Charter would protect every child against labor that stunts growth, either physical or mental, that limits education, that deprives children of the right of comradeship, of play, and of joy. The elimination of some forms of child labor from industrial establishments has placed a difficult task upon the school in adjusting school courses to meet the needs of these restless, adolescent children.

The school can do much to interest the child sufficiently in education as to guarantee his continuance until graduation. Among the steps which the school might take in this direction are the inclusion of educational and vocational guidance in the program, an individualized curriculum, the establishment of vocational courses, arranging for part-time work with the students, providing leisure time activities, and sometimes securing visiting housekeeper service for the home.

In any event, before issuing a school child a permit to go to work, the issuing officer would do well to consider the implications of the following questions: Who is to decide that the child's schooling is to be stopped and that he may earn this money every week? Who is responsible for the decision that a child has learned all he needs to fill his proper place in life?

## RURAL PUPILS LEARN FROM ENVIRONMENT

### Teachers Adapt Local Resources to Practical Educational Purpose

The Bureau of Instruction under the direction of Dr. Paul I. Cressman, is co-operating with local school districts, particularly in rural areas, in the development of learning situations through the use of the physical and social resources of the local communities. The educational program for these schools is being enriched and broadened by supplementing the usual textbooks, charts, blackboards, and other traditional learning materials and equipment, with the use of various objects, agencies, institutions, and other aspects of the life and surroundings of the pupils. It is being realized that many valuable learning experiences can be gained by a child through associations with members of the family, visitors in the home, teachers and playmates, other individuals or groups, and through social, religious, or business activities in the community.

Among the more familiar elements in the environment of the rural child that lend themselves to profitable learning are the following: farms, with their buildings, crop, livestock, and various activities; homes, with their genuine family relationships; school, with its regular program of studies, its field trips and its extra-class activities; organizations such as the church, the grange, parent-teacher association, and the country fair; agencies for health and welfare, such as the Junior Red Cross, the Safety Council, and the Humane Society; contacts with other communities through radio, telephone, postal service, newspapers, railroads, buses, boats, and personal conveyances; itinerants and others who visit the community, such as the County Superintendent of schools, the school physician and nurse, the health officer, the mail carrier, salesmen and tourists; natural environment, comprising animal life, forests, rocks, mountains and valleys, streams, and such natural phenomena as rain, frost, sunshine, and wind; historical resources, taking in Indian relics, historical sites, canals, early books and pictures; sources of production and trade, such as the creamery, grist mills, saw mills, filling stations, and lumber camps; and natural resources comprising coal, clay, gravel, sand, slate, timber, and water.

The use of these resources within the learner's environment afford excellent educational possibilities. They provide interesting approaches as well as practical materials in English, both oral and written, in reference reading, science, and social studies, including geography, history, and civics.

## SCHOOL DIRECTORS SUBMIT REPORTS

### Flood of 10,000 Separate Documents Received by State Department

The 2,500 school districts throughout the Commonwealth have completed the business of another fiscal year, and are sending their several annual reports to the Department of Public Instruction, according to Dr. Clarence E. Ackley, Director of the Bureau of Administration and Finance. The preparation of terminal reports involves no fewer than five separate docu-

ments, including annual budgets, roster of school board members, applications for appropriations for transportation, auditors' report, application for appropriation for tuition, and the annual financial statement. In addition to these, there are applications for special aid from financially distressed districts.

Complete appropriations due school districts have been paid except \$1,824,238 which is still due some districts on appropriations for teachers' salaries. The Budgetary Control Division is engaged in assembling budget estimates covering proposed expenditures under the various classifications of accounts for the current fiscal year which will end May 31, 1937.

## SCHOLARSHIPS AND OPPORTUNITIES FOR SELF-HELP

### New Bulletin Presents Helpful Information On 70 Pennsylvania Institutions for Present and Prospective College Students

The Department of Public Instruction is preparing a bulletin entitled "Scholarships and Opportunities for Self-Help in Pennsylvania Colleges and Universities." In the foreword, Dr. Lester K. Ade, Superintendent of Public Instruction states, "The purpose of this publication is to provide suggestions for the guidance of those who are in need of financial assistance in securing a college education. No attempt has been made to furnish complete and detailed information concerning scholarships and opportunities for self-help in colleges and universities in Pennsylvania, but rather to provide in a general way such information as will serve as a guide to sources and possibilities of aids in defraying the cost of a college education. Those interested in scholarships and other forms of financial assistance should communicate directly with the registrar of the colleges in which they may be interested for complete information."

For each of the 70 institutions treated in the bulletin there is presented the following information: the location of the college, annual tuition rate, type of institution, scholarships available, and opportunities for self-help. The bulletin treats the liberal arts colleges as well as the State Teachers Colleges in the Commonwealth.

Under certain conditions the Federal government has rendered aid to students attending college on the basis of part-time work to the amount of \$13 to \$15 per month. Information concerning this form of aid may be obtained from Mr. Isaac Sutton, Architects Building, 17th and Sanson Streets, Philadelphia, Pennsylvania.

This new bulletin, which was prepared under the supervision of James G. Pentz, Chief of the Pre-Professional Credentials Division, also explains that 80 scholarships, valued at \$100 each are awarded annually to graduates of Pennsylvania's approved secondary schools on the basis of competitive examinations given on the first day in May. Information regarding these scholarships may be secured from the Department of Public Instruction. In addition to the 80 scholarships above mentioned, each State Senator has the privilege of awarding three scholarships annually in the four State-aided universities, namely, University of Pennsylvania, Temple University, University of Pittsburgh, and Pennsylvania State College. The value of these scholarships is the amount of the tuition in the university attended. Application is to be made directly to the local State Senator.



## OFF TO SCHOOL

**Superintendent Ade Points to Excellent Status of Enrollments, Curricula, Teaching Personnel, Building Facilities and Transportation Service, as Indicative of Unusual Success for 1936-1937**

### Summer's End Finds Pupils and Pedagogues Eager for Tasks and Activities of New Term

Superintendent Lester K. Ade has stated that more than two million children in Pennsylvania, refreshed by three months of vacation, are eagerly responding to the signal of the school bell and "with their satchels and shining morning faces" are hurrying from their homes on farms, in village and city to again enliven the corridors and classrooms of the schools of the Commonwealth with their happy voices and teeming activities. Teachers, supervisors and administrators to the number of 63,000, likewise energized and inspired by self-chosen summer activities and rest, are returning to their tasks with renewed resolutions to contribute to the happiness and progress of the children charged to their guidance and care. The children ready for school comprise 36,000 kindergarten, 1,500,000 elementary and 500,000 secondary pupils, not including 300,000 private school and some 80,000 college students. The immeasurable potentialities of this great number of individuals returning to their year's tasks, the Superintendent intimated, may be appreciated by imagining them aligned four-abreast in a school parade 700 miles in length. It would require such a procession of Pennsylvania's school children seven whole days and nights of continuous marching to pass in review. At the call of school this fall these millions of feet trekked into the classrooms of 2582 school districts, ranging in size from a single one-teacher school to the elaborate, extensive schools in operation in a large city such as Pittsburgh or Philadelphia.

#### Terms of Varied Lengths

Pennsylvania's school children are entering upon terms ranging from 160 to 200 days—some of the rural schools limiting their term to the minimum period and many of the secondary and city schools extending their term to 200 days. September 8, the day after Labor Day, marked the opening of a great majority of the public schools, although a considerable number began their terms more than a week earlier, on August 31. Terms will end in April, May, or June of 1937, depending upon the date of beginning, the type of school and the allowances made for vacations such as Armistice Day, Thanksgiving Day, Christmas, New Years, Lincoln's and Washington's Birthdays, Easter and Memorial Day.

#### Social Objectives Stressed

The Superintendent stressed the fact that more and more are pupils participating not only in planning the out-of-class activities but of the regular courses of study as well. The democratic principle of individual and group responsibility is being developed through the modern methods and materials of the education program. In addition to such essentials as accumulation of information and the acquisition of mechanical tools of learning, pupils and teachers today are cooperating in the learning of other vital outcomes of education. Preparation for living in modern society requires wholesome social attitudes, a keen sense of appreciation of what is good, high standards by which to live, constructive motives of action and behavior, high ideals of conduct and service, and the development of helpful habits of health, home relations, moral behavior,

spending leisure time, and citizenship. The modern program also contributes largely to the development of vocational and social skills and abilities. With these objectives constantly before them, the pupils of the modern school gain a consciousness and a confidence of worthwhile achievements and consequently find an inherent interest in school life and work.

#### Well Prepared Teachers

According to the Superintendent, Pennsylvania ranks among the leading states of America with respect to the professional preparation of her 63,000 teachers. A majority of them are qualified far beyond the minimum requirements of the School Code. Over 5000 of the elementary teachers of Pennsylvania are graduates of colleges and hold professional degrees. They are serving not only in borough and city schools, but in rural areas, particularly in consolidated districts where pupils receive practically all the educational advantages enjoyed by pupils in the larger school centers. The minimum requirements for elementary teachers after January, 1937, will be three years of post-secondary school preparation. The trend for secondary school teachers, practically all of whom are college graduates, is toward a five-year program of professional preparation. Some 20,000 of Pennsylvania's great teaching personnel were enrolled in professional institutions of higher learning during the past summer and are returning to their classrooms enriched and inspired by recent study in their special fields of service. Many others traveled abroad to improve their preparation for teaching by travel and by advanced courses of study pursued in foreign lands and institutions. Still others took advantage of the summer months to do research and make surveys and other studies in their self-chosen departments of teaching.

#### Diversified Activities and Curricula

Entering upon their new term of work and activities, the pupils and teachers alike are eager to begin a program characterized by a wide variety of projects and activities. The modern enriched program of education which, according to Doctor Ade, is the most vital element in the public school next to the teacher and pupil, appeals to the interests of all, for in addition to the proverbial "3 R's" the pupils enroll in courses in health, music, and art; vocational and industrial studies; agriculture and home economics curricula; and commercial and business courses, in addition to the traditional academic course, comprising science, foreign language, and mathematics. The numerous class activities in the modern program of the public schools likewise make a strong appeal on account of their interest, variety, and practical values. These include the various programs and entertainments at the assembly, school plays, operettas, minstrels, and chorals; band, orchestra, and other musical activities. The home-room program in which the teacher joins with the students in discussing and solving individual problems, and the various school clubs wherein pupils may find expression for their natural interests, and the guidance program in which students are sympathetically aided in making choices relative to physical, men-

tal, ethical, and vocational problems, are other features of the modern program that develop student morale and positive personality. Other class activities which make a strong contribution to individual development and spirit are athletics and sports in school, speaking, debating and dramatic contests, school socials and parties, observances of such anniversaries as Thanksgiving, Christmas, Hallowe'en, etc., library activities, field trips and educational journeys, fire drills, lectures, and so on.

#### Pleasant School Buildings

The gay spirit of the children will be brightened by their entrance into the thousands of school buildings throughout the State, for today the majority of these structures are of the new type with abundant light, plentiful fresh air, comfortable temperature and pleasant interiors. While there are still a great many "little red school houses" in Pennsylvania, the majority of children are housed in the newer consolidated schools or the magnificent educational buildings of the more populous centers. There are more than 800 of these consolidated schools in the State, Doctor Ade stated. Accordingly, most of the children have access to gymnasiums for play, auditoriums for activities, health rooms, ample playground space, libraries, laboratories for science, shop and cooking, music rooms, art rooms, and primary rooms, besides comfortable classrooms. Through the great number of consolidated rural schools in Pennsylvania, country children today have practically all the educational advantages and opportunities of the children in the cities.

#### Adequate Transportation for Pupils

These millions, the Superintendent declared, will come to school by various modes of transportation, ranging from horse and buggy to automobiles, and a few by airplanes. In the larger cities while a majority of the pupils walk to school, thousands come by trolley car or city buses, and thousands more by private automobile, bicycle and motorcycle. In the rural areas some 93,000 children are transported in 3500 school buses at the expense of the school districts. These buses range in capacity from a few pupils to approximately 100. In several of the more remote country districts pupils drive by horse and carriage to the nearest highway where they board public school buses and other conveyances to reach school.

#### Participation of Lay Organizations

Cooperating with the teachers and the students who are entering upon the new year, Doctor Ade averred with great satisfaction, are such social, educational and civic organizations as the Alumni, Parents and Teachers, Future Farmers of America, Boy and Girl Scouts, the American Legion, Business and Professional Women, and various other social organizations. With the participation of these lay groups in the public education program of Pennsylvania, the schools are becoming more and more a community cooperative enterprise in which all the people as well as all the children actively participate. A program that operates on principles like these becomes both interesting, stimulating, and of immeasurable educational value to the pupils of Pennsylvania.

#### ANNUAL EDUCATION CONGRESS

October 7 and 8

Harrisburg

Complete Program given on  
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